

Monroe Public Schools  
Elementary Language Arts  
Genre Unit  
Fables - Grade 3

**Genre definition:**

Fables are short stories that involve 2-3 animals with human characteristics. They always include a moral or lesson that is learned through the plot of conflict/resolution.

**Genre purposes:**

The purpose of a fable is to entertain, to convey a moral lesson, and to make a cautionary point.

**Genre characteristics:**

Fables are typically written as a short story. They are written in classic form and language use. Three main collections of fables include: Aesop's fables (Greek), The Panchatantra (Indian), and fables of La Fontaine (French).

**Anchor texts:**

Fables and Readers' Theater script are included in the unit

**GLCE's:**

Students will identify and describe the elements of a fable.

Students will select a moral and create a story that contains all the elements of a fable and descriptive words, which assist in visualizing the action.

**Word Study & Recognition/Vocabulary:**

Apply the aspects of fluency- pauses and emphasis, punctuation cues and intonation.

Vocabulary- fable, moral, nature, conflict, resolution, alliteration, Aesop, and character traits.

**Grammar/usage:**

Verb tense, specifically in the past and verb endings -ed, -ing, and -s.

**Spelling:**

In their published fable, they will spell frequently encountered words correctly.

For less frequently encountered words, students will use environmental sources, such as a dictionary and a word wall.

**Comprehension Strategies/ Literary Devices:**

\*Visualizing

\*Compare and Contrast

\*Alliteration

\*Character Trait

\*Plot

**Content area connections:**

**Social Studies:**

Historical perspective-learning about Aesop

Goes along with urban and rural communities- The City Mouse and The Country Mouse

**Science:**

Predator/prey- The Lion and The Mouse, The Stag at the Pool, and Belling the Cat

# Fable Unit - Third Grade

Reading Comprehension Strategy - Visualizing

We are working on identifying verbs and alliteration

## Possible resources to use:

Aesop's Fables a Watermill Classic (copyright 1985)

Fables-Arnold Lobel (Everyone should have this, because it was a trade book provided with the Scholastic Reading series)

City Mouse - Country Mouse and two more tales from Aesop

We have provided the specific fables listed below. We have also included some extra activities that you may choose to do on your own.

\*Additional resources will be included at the end of this unit

## Lesson 1:

- Read aloud two fables-The Tortoise and the Hare & The Lion and the Mouse
- After reading each of these fables individually we are going to be working on asking the students what they visualized as you were reading them. You could record these things on chart. (ex. dozing in the sun = lion was sleeping-scurried = mouse running over the lion's nose - ensnared in the ropes = tangled up)

- After reading the fables have students share things that they notice about them. Record this on chart paper and title it "Fable Elements." The students should notice such things as: Usually no more than 3 characters, usually animals as characters with human characteristics, there is a moral, short text, and ending usually has a twist of some sort. (See chart in orange Fiction Genre Wheel Booklet in the green Grade Level Expectations Folder)

- Then use the chart that you made ahead of time to record the following elements of the story (Keep this chart because it will be used for the next several lessons and title it "Fable Comparison Chart"-- see the following page for an example of this chart)

## **Lesson 2:**

- Continue to work on the visualizing strategy- you may continue to add to the chart from lesson 1

- Read aloud two more fables- The Fox and the Grapes & The Crow and the Pitcher

- After reading these stories discuss how they are similar to the stories read on the previous day

- Add onto the big chart paper with the things that they noticed about the story on the "Fable Elements" chart

- Then add to the "Fable Comparison Chart" that you started yesterday

## **Lesson 3:**

- Continue to work on the visualizing strategy- you may continue to add to the chart from before

- Read aloud two more fables- The Boy Who Cried Wolf & The Goose that Laid the Golden Egg

- Then add to the "Fable Elements" chart

- Continue to add to the "Fable Comparison Chart"

## **Lesson 4:** (This can be broken into 2 days!)

- Continue to work on the visualizing strategy- you may continue to add to the chart from before

- Before passing out the Readers' Theatre scripts talk about the aspects of fluency, such as pauses, emphasis, punctuation cues, and intonation

- Have students model how to use the above aspects of fluency correctly when speaking by practicing these scripts a few times with their group before presenting them to the class. The groups could present their scripts on the following day, depending on whether or not the groups have mastered the aspects of Readers' Theatre

- Read aloud two more fables- (These are both Reader's Theatre scripts) The City Mouse and the Country Mouse & the Cheetah and The Sloth -this is a spin off of the Tortoise and the Hare (this is also a good fable to use for introducing alliteration ex. Slow Silly Sloth and Buy Big Bill's Best Boston Baked Beans) - after introducing this students might have some that they have heard before and that they can share with the class

- Then add to the "Fable Elements" chart

- Continue to add to the "Fable Comparison Chart"

-Have students compare and contrast the Tortoise and the Hare with the Readers' Theatre script the Cheetah and the Sloth - record them on chart or they can fill out their own Venn diagram

### **Lesson 5:**

-Continue to work on the visualizing strategy- you may continue to add to the chart from before

-Read aloud two more fables- The Gnat and the Bull & The Stag at the Pool

-Then add to the "Fable Elements" chart

-Continue to add to the "Fable Comparison Chart"

-You could reread The Stag at the Pool again to see if the students notice the alliteration that is in this fable

### **Lesson 6:**

-Continue to work on the visualizing strategy- you may continue to add to the chart from before

-Read aloud the fables- The Fighting Roosters and the Eagle

-Then add to the "Fable Elements" chart

-Continue to add to the "Fable Comparison Chart"

-Now we want to introduce the idea that there are words in the story that help use visualize action. These words are called verbs. Then use the story that we have provided as an overhead or use the tiled chart that was provided but it needs to be trimmed and taped together. When you reread the fable have students identify all of the words that they feel show action, which are verbs. The words can be circled on your sheet or recorded on the chart of words that helped them visualize, which was made during a previous lesson- however some of the words on the chart might be adjectives, so go through as a class and circle the verbs and star the adjectives. As you are doing this they might notice that some of the verbs end with -ing or -ed. You should mention that when words end with -ed that this means that they are past tense words, which means it has already happened.

### **Lesson 7:**

-Continue to work on the visualizing strategy- you may continue to add to the chart from before

-Students will perform (read) two more fables - The Ant and the Grasshopper & Belling the Cat (these are provided as Readers' Theatre scripts, so continue to work on the elements of Readers' Theatre-students will need to

practice these scripts, so they might not be able to present them until the following day)

- Then add to the "Fable Elements" chart

- Continue to add to the "Fable Comparison Chart"

- Also continue to find the verbs in these fables (they could work on finding the verbs with a group by circling them on the script or by writing them down on a list. If you can have enough scripts run off for every student they would enjoy having their own copy to take home. If you have these scripts laminated you could have the students use overhead markers to write on them, which could just be wiped off when you are done.

- There is alliteration in The Ant and the Grasshopper, which are sat and sang a sweet song and find food

\*At this time, if you feel that your class needs more immersion in fables please continue to read more stories and follow the format for Lesson 7.\*

### **Lesson 8:**

- Talk with your class about the morals that you have encountered so far. Then you can talk about some other morals that they could have in their own story by making a list of these morals to post in the room.

- Pick a moral from the list for the class fable. Then decide on the characters for the fable, which should be animals. After that decide on the plot for your fable. Record all of these elements on a class chart.

### **Lesson 9:**

- Write the fable together as a class. Once you have written it continue to go through the steps of the writing process, so that your students can see how this process works. (You will write it, revise it, edit it, and publish it together as a whole class)

### **Lesson 10:**

- Give them the graphic organizer worksheet that will help them create their fable by first deciding on the moral and then adding the rest of the fable elements.

- Once they have their graphic organizer filled out, they may begin to write their own story.

**Lesson 11:** (The number of days this part of the unit will take will depend on your class)

-Students may finish writing their own or they may begin to continue with the steps of the writing process. Make sure to have your students write their moral at the end of their fable.

-Once students have published their fable they can share them in small groups or in front of the class.

## The Fighting Roosters and the Eagle

Two roosters battled in the barnyard. They kicked and slashed, gouged and pecked in a flurry of feathers and dust until one, bruised and battered, cried uncle and slunk off to a quiet corner. The other flapped to the top of a high wall to declare his triumph and claim the prize KING OF THE FARMYARD! He crowed at the top of his lungs, so all would hear, "Behold your new king, the undisputed chap of the yard!" He strutted the entire length of the wall, bobbing his head and puffing his plumes. "I am the greatest fighter ever to grace this here chicken run! I am fast, strong, smart and good-looking! Anybody want to say different, step up now and prepare for whuppin'! What?! Nobody wants a piece of me?"

"I'll take a piece." An eagle soaring high above noticed the spectacle and sailed down to pluck the cocky bird off the wall. "Nothing I like better than a juicy piece of chicken!"

The new king stepped out of the corner and quietly watched the eagle fly away with lunch clutched in his talons.



Moral: Pride goes before a fall.

## *The Tortoise and the Hare*



One day a hare was teasing a tortoise in front of the other animals of the forest.

"I am the fastest animal in the forest," boasted he. "No creature could possibly beat me in a race, especially a tortoise like you."

To all the animals' surprise, the slow-moving tortoise retorted, "You are quick, it is true. But I could beat you in a race."

"You? Why, you pokey old thing, hauling your home around on your back, how could you even think of beating a swift hare like myself?" said the hare.

"Let's do race and I will prove to you and all the animals of the forest who is the swiftest of all."

The badger was selected to set the course. She picked a route that ran alongside a carrot patch all the way to the big oak tree and back again.

The two animals lined up at the starting gate, the owl signaled, "Go!", and the race was on.

In no time the hare was far ahead of the tortoise. So far ahead, in fact, that he decided to stop and nibble a few tasty carrots from the garden patch. After filling his stomach with the delicious snack, the rabbit laid down in the shade and drifted off to sleep for a long afternoon nap.

Suddenly he awoke, hearing the forest animals shouting. Looking down the race course, he could see that pokey old tortoise slowly plodding toward the finish line. Quickly, the hare jumped up and zoomed toward the finish line, only to see the tortoise win by a length.

**MORAL:** *Slow and steady wins the race.*



## The Lion and the Mouse



he mighty lion was dozing in the sun one afternoon when a small mouse accidentally scurried over his nose in her quest for food.

"What's this creature?" roared the lion as his huge paw clamped down over the frightened mouse.

"It is only I, a tiny mouse. Please don't kill me!" begged the mouse. "Besides, it would be beneath the dignity of a mighty king such as yourself to kill an undersized beast like me."

"You have a point there. I do have an image to maintain," agreed the lion as he released the mouse.

"Thank you, O mighty king," replied the diminutive rodent as she dusted herself off before taking her leave. "You won't regret this act of kindness. I will repay you someday."

"Oh, certainly," mocked the lion derisively, as he thought of such a small creature aiding the all-powerful king of the jungle.

Several days later while hunting prey, the lion was ensnared in the ropes of a hunter's trap. The more he struggled to free himself, the worse he became entangled in the ropes. The lion's roars of frustration and anger filled the jungle. The mouse recognized the roars and rushed to the king's aid.

"If you will kindly calm down and lie still, I can accomplish this task more efficiently," said the mouse to the lion as she quickly sized up the situation and started gnawing on the correct ropes.

Soon the last rope was cut and the lion was set free.

"Thank you little one. You were so right when you said that you would repay me someday," said the lion humbly.

**MORAL:** *Little friends can be great friends. or The small can be mighty.*

## The Crow and the Pitcher

[C] here had been a long dry spell and all the animals were thirsty, especially the crow. Suddenly she saw a pitcher of water sitting on the windowsill of a cottage in the woods. The crow flew over immediately and looked down into the pitcher.

"Ah, there's fresh, cool water in there," she cawed delightedly. The crow tried to dip her bill down into the pitcher to drink, but could not reach the water because the pitcher only had a small amount in the bottom.

"I'll push the pitcher over," thought the crow, "and then even if some of the water spills to the ground, I'll still get enough for a drink."

Sadly, the earthenware pitcher was too heavy for a drink.

"I have an idea, but it will take a while," thought the crow to herself after more consideration.

She flew away to find pebbles, which she scooped up into her beak, and then flew back to the pitcher to drop the pebbles in. As the pitcher slowly filled with pebbles, the water level began to rise to the brim.

Finally the water level was high enough to allow the crow to quench her thirst.

"This involved much labor," she thought to herself as she thirstily drank the water, "but was well worth it."

**MORAL:** Necessity is the mother of invention. or When there's a will, there's a way.

## The Fox and the Grapes

A hungry fox once came to a vineyard where grapes, heavy and ripe, were hanging from a trellis. Eyeing the luscious grapes from the

ground, the fox jumped again and again to reach the fruit. Alas, the fox grew quite weary from his efforts, but could not come even close to the tempting fruit.

At last he turned away in defeat. "Who would want those grapes? They are green, sour things not fit for man or beast."

**MORAL:** It is easy to despise the things one cannot have.

## The Goose that Laid the Golden Egg

One day a poor peasant went to check the nest of his only goose to see if there might be an egg for the family's supper. Instead of the usual white egg, a solid gold one lay in its place.

"Wife, look what the old goose has laid!" exclaimed the peasant as he ran into the tiny cottage.

"We're rich! We're rich!" cried his wife. "Just think of the fine things we can buy!"

Each day as they checked the nest, they found a new golden egg. The speculation about what they would purchase with the gold grew more and more greedy each day. Finally, their greed reached the point where they were no longer content to build their wealth by one golden egg each day.

"Husband, why must we acquire our wealth this slow, laborious way? Why can't you cut open the old goose so that we may have all the gold at once?" suggested the wife.

At first the husband trembled and bowed, but finally agreed to butcher the goose and take control of the fortune.

After killing the old goose, the husband brought it into the hut to cut the goose open while his wife watched. Slowly and carefully he worked, only to find—nothing at all.

**MORAL:** Be content with what you have. Or, The greedy will want more and lose all.

## The Boy Who Cried Wolf

One day a shepherd boy was sent to the meadow near the village to tend his flock. The days were long and monotonous and the boy grew very bored. Toward the end of one long, lonely day, he thought of a way to create some excitement.

"Wolf! Wolf!" screamed the boy as he ran toward the village.

"We're coming! We're coming!" shouted the villagers as they raced toward the meadow with sticks and clubs at their hands to kill the wolf.

The boy laughed gleefully to see the men running with such intensity.

When they discovered that there was no wolf and the boy had shouted the alarm only for his amusement, they were very angry.

A short time later the boy again grew bored with his job and sounded the alarm. "Wolf! Wolf!"

Again the men came running and again they were distressed at being tricked.

Finally there came a day when a wolf really did come to raid the flock. The boy screamed and screamed for help.

"Pay no mind to that scoundrel! He's up to his old tricks again," said the villagers as they ignored the boy and went on about their work.

And so the wolf was able to eat the entire flock of sheep at his leisure.

**MORAL:** A liar will not be believed, even when he tells the truth.

# The City Mouse and the Country Mouse

A Fable  
A Reader's Theatre Script  
Adapted by *Lisa Blau*

Narrator #1  
City Mouse

Narrator #2  
Country Mouse

Narrator #3

Narrator #1:

One day the city mouse went to visit her cousin who lived in the country.

Narrator #2:

The country mouse was very happy to see her cousin. She set out a few crumbs of bread and a tiny piece of cheese.

Narrator #3:

Then the country mouse said...

Country Mouse:

Welcome, cousin! Come and eat some of my tasty food.

City Mouse:

This is not what I would call tasty food. Why, in the city I eat cakes, pies, and fancy goodies all day long.

Narrator #1:

The city mouse told the country mouse.

Narrator #2: Then the city mouse said...

City Mouse: Why don't you come to the city with me and see what you have been missing.

Narrator #3: So the country mouse followed her cousin back to the city.

Narrator #1: The two mice climbed on top of a table piled high with all kinds of fancy foods.

Narrator #2: There were cakes, pies, and cookies.

Country Mouse: Oh, my! How I have wasted my time in the country. I like the city. This is great!

Narrator #3: The country mouse told her cousin.

Narrator #1: Just then the doors to the dining room opened and a huge cat ran right toward the two little mice.

City Mouse: Hurry! Run! Run! It's the cat!

Narrator #2: The city mouse called out to her cousin.

Narrator #1: The two mice ran to the nearest hiding place.

Narrator #2: As soon as the cat went away the country mouse said...

Country Mouse: Good-bye, cousin. You're welcome to your city life. It is not for me. I will be happy with my simple country life. Your life may be fancy, but it's just not safe.

**Narrator #3:**

And so the country mouse ran all the way home and never again returned to the city.

**All:**

And today's fable has this moral:

**Country Mouse:**

A simple life lived in peace is better than a life of luxury lived in fear.

# -The Cheetah and the Sloth-

(based on "The Tortoise and the Hare")



## Characters:

Sports Announcer: Audience featuring various animals (rabbits, squirrels, raccoons, birds)  
 Cheetah  
 Sloth  
 Racing Judge  
 Commercial Voice

**Sports Announcer:** Welcome, birds and badgers, and various other animals of the forest. We are gathered here today for the racing event of the season. Sloth has challenged Cheetah to a race. I'm down at the starting line for explosive interviews with both racers.

My first question is for Sloth. Sloth, you're the slowest animal in the forest. Why in the world are you racing against Cheetah?

**Sloth:** Cheetah is always making fun of me. He's always calling me Slow Silly Sloth. I'm tired of it. So I thought I'd challenge him to a race. May the best animal win.



**Sports Announcer:** Interesting. Well, good luck. Now let me ask some questions of Cheech.  
**Cheech:** how do you feel about this race?

**Cheech:** I am positively, undeniably, unquestionably the fastest animal in the world. Sloth is so slow he makes a snail look like a lightning bolt. I can run seventy miles an hour. It takes him seven hours to move one mile. You do the math!

**Sports Announcer:** Okay, Cheech. You sound very confident.

**Audience:** (cheer, making various animal sounds such as chirps and squeaks)

**Sports Announcer:** The crowd is excited. The race is about to begin. Cheech and Sloth are taking their places at the starting line. Cheech is long and lean, with yellow spotted fur. Cheech Sloth is wearing a pair of brand-new running shoes. Sloth is large, has brown fur, and very small eyes. Now the judge has taken his place at the starting line.

**judge:** On your mark, get set, go!

**Sports Announcer:** And they're off!

**Audience:** (cheer with animal noises)

**Sports Announcer:** Cheech's in the lead, streaking along at tremendous speed. Meanwhile, Sloth is moving off the starting line very slowly. In fact, I'm not even sure whether Sloth has actually started the race. Wait a minute. Sloth appears to have moved forward just slightly.

Now back to Cheech. Cheech's running at incredible speed. Will you just look at that! Cheech's already at the halfway point of the race and showing no sign of slowing down.

**Audience (yell):** Yay! Cheech! Go for it! Run, Cheech, run!

**Audience (yell):** Come on, Sloth. You can do it! Move, Sloth, move!

**Sports Announcer:** Wait a moment! Something extraordinary has just happened. Cheech has stopped running. What's going on? This is amazing.



I'll describe the action. Cheetah is walking off the race track. Now Cheetah is walking into the woods. Wait... now what? Cheetah is lying down! Cheetah is lying down beneath a tree! Birds and badgers, this is incredible. In all my years as a sportscaster I've never seen anything like it. Cheetah appears to be lying down and taking a nap.

**Audience (all):** C'mon, Cheetah! Get up! Cheetah, get up!

**Audience (all):** Faster, Sloth, faster! You can catch the Cheetah!

**Sports Announcer:** I am in the forest now. I have an exclusive interview with Cheetah. Cheetah, there's a question that must be on every animal's mind right now: Why have you stopped running?

**Cheetah:** That's simple. I'm so fast and Sloth is so slow that I thought I'd take a little nap. In fact, I think I'll take a long nap. I might even hibernate! And when I wake up, I'll still beat Sloth. Sloth is so slow he makes moais'es look like a rocket ship. Well, ouch-ouch!

**Sports Announcer:** Well, there you have it. Cheetah is so confident that he will win this race that he's taking a nap. I think we will now pause for a very, very long commercial break.

**Commercial Voice:** Buy Big Bill's Best Boston Baked Beans! Buy Big Bill's Best Boston Baked Beans! Buy Big Bill's Best Boston Baked Beans!

**Sports Announcer:** We're back, live from the race between Cheetah and Sloth. Birds and badgers, this is shaping up to be an amazing race. Cheetah is in the middle of a very long nap. Meanwhile, Sloth has inched along and is drawing close to the finish line. Incredible!

**Audience (all):** Go, Sloth, go! You can win this race!

**Audience (all):** Wake up, Cheetah, wake up! Sloth is going to beat you!

**Sports Announcer:** I'm down near the finish line. I have an exclusive interview with Sloth, now leading this race. Sloth, do you think you have a chance to win? Do you think you can beat Cheetah?

**Sloth:** I'm just going to take it one step at a time. If I get to the finish line before Cheetah wakes up, well, I guess that means I'm the winner.



**Sports Announcer:** Incredible. Here comes Sloth, in the lead. This is quite an upset taking shape. No one ever could have predicted this outcome.

Wait a minute! Here comes a car, traveling at tremendous speed. It appears that Cheetah is driving the car. The car is heading toward the finish line.

Here comes Sloth. Here comes Cheetah. It's going to be close. And the winner is... Cheetah! Cheetah's car crossed the finish line just one second before Sloth. What a race! Cheetah is the winner!

**Audience (all):** Yay Cheetah! We knew you could do it!

**Audience (all):** Booo, booo! That's not fair!

**Sludge:** Quiet, quiet, please. I have an official announcement. Cheetah drove across the finish line using a car. That is against the rules. Therefore, Cheetah is disqualified for cheating. The winner of the race is Sloth.

**Sports Announcer:** This is just incredible, birds and badgers! I've never seen anything like it. What drama, what excitement! In all my years as a sportscaster I've never seen a race with so many surprises. Can you believe it? Sloth is the winner! Cheetah is the loser! I'll be back with a post-race wrap up after this commercial.

**Commercial Voice:** Buy Big Bill's Best Boston Baked Beans! Buy Big Bill's Best Boston Baked Beans! Buy Big Bill's Best Boston Baked Beans!

**Sports Announcer:** We're back. And I'm talking with Sloth, the surprise winner of the race. I think there's a question on the mind of every animal right now. Sloth, how did you do it? How did you beat Cheetah?

**Sloth:** I never gave up, even though Cheetah started out way ahead. I just kept moving until I crossed the finish line. Slow and steady wins the race.

**Sports Announcer:** Amazing! So there you have it, birds and badgers. Always remember, slow and steady wins the race.

**\*the end\***



## **The Gnat and the Bull**

A gnat settled on a bull's horn to rest. He sat, and sat, and sat, and sat. Then he adjusted himself and sat some more. When he was finally ready to fly on, he buzzed, "Mr. Bull, would you like me to leave you alone?"

The bull grunted, "Oh, Mr. Gnat, I didn't realize you were up there, so I suppose I won't miss you when you're gone."

The moral is we are not always as important as we think we are.

## The Stag at the Pool

A thirsty stag came to a clear pool for a drink of water. He saw his reflection and paused to admire his magnificent antlers. "Lucky me. I must have the largest and most shapely rack of any deer on the plain," he thought. "But gracious, look at me legs." His legs were long and lean. "How awfully embarrassing," he snorted. "If only my puny legs were as grand as my antlers."

The stag didn't notice that a lion crouched in the tall grass nearby. The lion didn't care about the stag's antlers or his skinny legs. She licked her lips and thought how yummy fresh venison would taste this morning. When she sprang from her hiding place, the startled stag darted away. The chase was on. The lion was fast, but on the flat, open plain she couldn't overtake the stag. On long, nimble legs, the stag bounded far out ahead of the pursuing lion.

When the stag turned into the woods, his massive antlers knocked against low branches and became entangled in a snarl of vines and underbrush. He tried desperately to free himself but it was no use; the lion would have venison steak for breakfast after all.

"What an idiot I am," said the stag. "I despise these legs, yet they would have saved my life if my beloved antlers hadn't gotten in the way!"

The moral of this story is we do not often appreciate the plain and practical.



# Belling the Cat

A Fable by Aesop

A Reader's Theatre Script by Lisa Blau

Mouse Leader	Gray Mouse	Brown Mouse
Wise Old Mouse	Narrator #1	Narrator #2

Narrator #2      Once upon a time many little mice lived in a cozy house.

Narrator #1      One day a big cat came to live in the house.

Narrator #2      The cat chased the mice. The mice were very, very scared.

Mouse Leader      We have a problem.

Narrator #2      The mouse leader told all the mice.

Mouse Leader      I am tired of being chased by that big cat day and night.

Gray Mouse      But what can we do?

Narrator #1      Asked the gray mouse.

Brown Mouse      We must come up with a plan.

**Gray Mouse**      What a great idea. What will we do?

**Brown Mouse**      We can wait until the cat falls asleep.  
Then we can tie a bell around the  
cat's neck. When the cat tries to  
chase us, the bell will ring and we  
can run away.

**Brown Mouse**      This is a fabulous plan! Let's tie the  
bell around the cat's neck.

**Wise Old Mouse**      And who will tie the bell around the  
cat's neck?

**Narrator #1**      Asked the wise old mouse.

**Narrator #2**      No one wanted to be the one to try.

**Narrator #1**      The mice were much too scared.

**Wise Old Mouse**      And that is why mice are still chased  
and caught by cats to this very day.

Fable	Characters	Setting	Moral	Notes

# About

## Urban Legends and Folklore

Q. What is a fable?

from [Peter K. Agee](#)

Examples:

How come  
The 25 Urban Legends  
from the Urban  
Legends Database  
are all about  
about legends by  
about legends by

Articles & Resources

Academic & High

Articles & Resources

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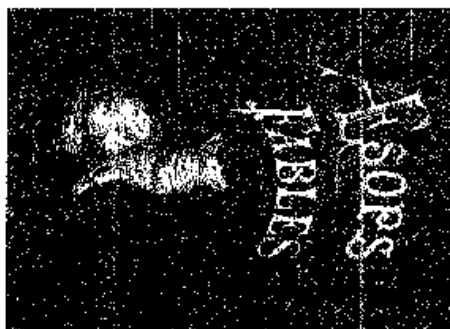
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### Life Of Aesop

THE life and history of AEsop is involved, like that of Homer, the famous of Greek poets, in much obscurity. Sardin, in capital of Lydia, Samos, a Greek island, Messenia an ancient colony in Greece; and Colophon, the chief city of a province of Phrygia, contend for the distinction of being the birthplace of AEsop. Although the honor thus claimed cannot be definitely assigned to any one of these places, yet there are a few incidents now generally accepted by scholars as established facts, relating to the birth, life, and death of AEsop. He is, by almost universal consent, allowed to have been born about the year 620 B. C., and to have been by birth a slave. He was owned by two masters in succession, both habitans of Samos, Xanthus, and Iadmon, the latter of gave him his liberty as a reward for his learning and wit. One of the privileges of a freeman in the ancient republics of Greece, was the permission to take an active interest in public affairs, and AEsop, like the philosophers Plato, Menippus, and Epictetus, in later times, raised himself from the indignity of a servile condition to a position of the renowned. In his desire alike to instruct and to be instructed he traveled through many countries, and, among others, came to Sardin, the capital of the famous king of Lydia the great patron, in that day, of learning and of men. He met at the court of Croesus with Solon, Thales, and other sages, and it is related so to have pleased his royal master, by the part he took in the conversations held with these philosophers, that he applied to him an expression which has since passed into a proverb: "The Phrygian has

spoken better than all."

On the invitation of Croesus, he lived his residence at Sardis, and was employed by that monarch in various difficult and delicate affairs of State. In his discharge of these commissions, he visited the different petty republics of Greece. At one time, he is found in Corinth, and at another in Athens, endeavoring, by the narration of some of his wise fables, to reconcile the animosities of those cities to the administration of their respective rulers—Pericles and Pisistratus. One of these ambassadorial missions, undertaken at the command of Croesus, was the occasion of his death. Having been sent to Delphi with a large sum of gold for distribution among the citizens, he was so provoked at their covetousness that he refused to divide the money, and sent it back to his master. The Delphians, enraged at this treatment, accused him of impiety, and, in spite of his sacred character as ambassador, executed him as a public criminal.

These few facts are all that can be relied on with any degree of certainty, in reference to the birth, life, and death of Aesop. They were first brought to light, after a patient search and diligent pursuit of ancient authors, by a Frenchman, M. Claude Gaupard Boucher de Merville.

### Contents


<u>Life Of Aesop</u>	<u>The Bear And The Two</u>
<u>The Lion And The Mouse</u>	<u>Invaders</u>
<u>The Wolf And The Lamb</u>	<u>The Dog In The Manger</u>
<u>The Wolf And The Crane</u>	<u>The Boys Asking For A King</u>
<u>The Cock And The Jewel</u>	<u>The Laborer And The Snake</u>
<u>The Lion And The Tortoise</u>	<u>The Horse And Groom</u>
<u>The Dog And The Shadow</u>	<u>The Mischievous Dog</u>
<u>The Huntsman And The Lost</u>	<u>The Vain Jackdaw</u>
<u>Bill</u>	<u>The Kid And The Wolf</u>
<u>The Raven And His Mother</u>	<u>The Ox And The Frog</u>
<u>The Ass, The Ox, And The</u>	<u>The Fighting Cocks And The</u>
<u>Lion</u>	<u>Fable</u>
<u>The Tortoise And The Hare</u>	<u>The Horse And His Rider</u>
<u>The Fox And The Goat</u>	<u>The Vine And The Goat</u>


### Aesop's Fables Home


[About this site](#)


A COLLECTION OF THE WORLD'S FAIRY TALES


# AESOP - BIOGRAPHY - THE LIFE OF AESOP


 **Hans Christian: Biography**  
Bio-spy  
Fictional Stories


 **Mark Twain**  
Biography  
Fictional Stories


 **1-90 Brothers Grimm**  
Biography  
Fictional Stories


 **Frank Baum**  
Biography  
Fictional Stories

 **Just Christopher Harris**  
Bio-spy  
Fictional Stories

 **Alvemp**  
Fictional Story  
Fictional Stories

 **Moby and Legents**  
Mystery  
Fictional Stories

 **Around The World**  
A Film Origin  
Fictional Stories

 **Misses: Traveling Authors**  
Mystery  
Fictional Stories

### The Life of A Concise Biography

AFROP, the most famous name of all time as the "first black rapper," because of his colorful personality in the 1970s, the Heliohaus relationship with Philo Iwanow to "revolutionize the city," when he told me that the word "Afrop" was a Greek in the sixth century B.C. that he came from Phrygia and, well, I know, and that was the reason for his ability to craft "afrop" music. The story was Afrop met his one and only, when he was sentenced to death and punishment off a lot because the inmates, the "Prisoners," is fleeing from him in the "Prisoners" D.C.

[illegible]

in nineteenth-century America, the one not designated as most likely for children, *Some Views of the Character of the Negro*, which was also known as *The Fugitive and the Slave*.<sup>1</sup> The title and the Christianized name "The Boy Who Could Work," The Liberty Bazaar, 1852, but even his name was not finally determined until months after the success of the first edition, and it varied slightly from version to version. The title was *The Negro Slave*, *The Negro Slave as Characterized by a Negro Slave*, *Slavery, with its evil ends with the view of the world's great continents*, *A Slave for the Cause of Atonement*. The author's dedication, with the anachronistic title of the first edition, was to America's "freedom-loving friends."

Presumably that book would have been in circulation for a long time, but it was not. A last line in the title page says that they are the means of exposing of Southern slave to "unhappy that have been," as, as readers know their own children's school

[illegible]



## ABOUT AESOP

THERE IS VERY LITTLE that we really know about Aesop. He was a slave most of his life, living on the Greek island of Samos early in the sixth century A.C. The rest is all guesswork. Some guesses are that he was ugly and ill-favored, that he was an advisor to the king of Lydia, that he offended people in power and was executed. But no one can be sure.

He never wrote down his *Fables* during his life, but long after his death they began to be published in many forms. The first collection attributed to Aesop was in prose. We only know about that book from other sources; no copy of the actual book has survived. Aesop in rhyme has been popular since the first century, but the most famous rhymed version was written in French by Jean de La Fontaine in the seventeenth century.

There are over two hundred fables attributed to Aesop, so a book of thirteen is a "sip," indeed.

